

**STUDENTS' USE OF GOOGLE TRANSLATE IN ACADEMIC WRITING
COURSER AT ENGLISH LANGUAGE DEPARTMENT UNIVERSITY OF
MUHAMMADIYAH MALANG**

THESIS



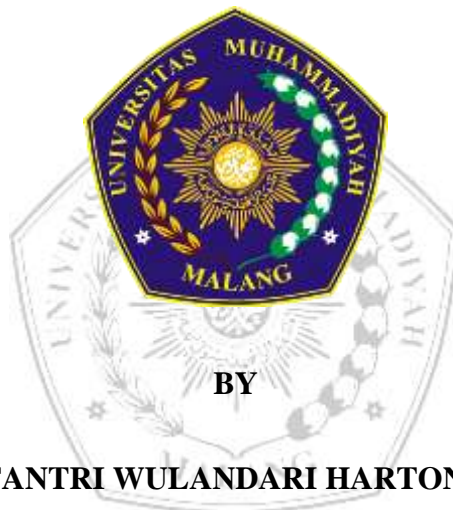
**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH MALANG**

2020

**STUDENTS' USE OF GOOGLE TRANSLATE IN ACADEMIC WRITING
COURSRS AT ENGLISH LANGUAGE DEPARTMENT UNIVERSITY OF
MUHAMMADIYAH MALANG**

THESIS

**This thesis is submitted to meet one of the requirements to achieve Sarjana
Degree in English Language Education**



BY
TANTRI WULANDARI HARTONO

201610100311167

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF MUHAMMADIYAH MALANG

2020



**PRODI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MALANG**

Jl. Raya Tlogomas No. 246 Telp.(0341) 360948, 463513, 464318-19 fax. (0341) 460782 Malang 65144

SURAT KETERANGAN

E.5.a/74/B.Ing -FKIP/UMM/VII/2020

Yang bertanda tangan di bawah ini:

Nama : Bayu Hendro Wicaksono, M.Ed.,Ph.D
Jabatan : Ketua Prodi Pendidikan Bahasa Inggris

Menerangkan bahwa mahasiswa:

Nama : Tantri Wulandari Hartono
NIM : 201610100311167
Judul Skripsi : *Students' Use of Google Translate in Academic Writing Course
at English Language Education Department University of
Muhammadiyah Malang*

adalah benar-benar mahasiswa Prodi Pendidikan Bahasa Inggris FKIP-UMM yang telah melaksanakan proses ujian skripsi pada Periode III 2020. Mahasiswa tersebut telah dinyatakan lulus ujian skripsi dengan nilai B+ dan telah melakukan revisi yang telah disetujui oleh para penguji.

Demikian surat keterangan ini dibuat, agar digunakan sebagaimana semestinya.

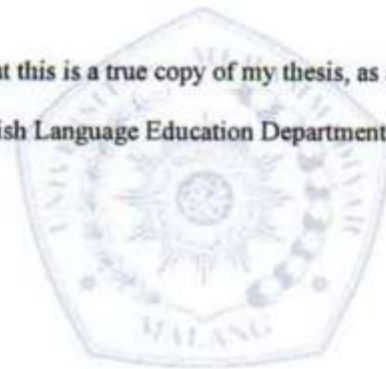
Malang, 15 Juli 2020
Ketua Prodi,
PRODI
PENDIDIKAN BAHASA INGGRIS
FKIP
Bayu Hendro Wicaksono, M.Ed., Ph.D

AUTHOR'S DECLARATION OF ORIGINALITY

I hereby declare that the intellectual content of this thesis is the product of my own work and has not been submitted to any other University of Institution.

I certify that, to the best of my knowledge, my thesis does not infringe upon anyone's copyright nor violate any proprietary rights and that my ideas, techniques, quotations, or any other material from the work of other people included in my thesis, published or otherwise, are fully acknowledged in accordance with the standard referencing practices.

I also declare that this is a true copy of my thesis, as approved by my thesis committee and the English Language Education Department office.



Malang, 25 Mei 2020



Tantri Wulandari Hartono

ACKNOWLEDGEMENTS

First and the foremost, praises and thank to Allah SWT., the Almighty, for giving me the big blessing throughout my research work to complete the research.

I would like to express my deep and sincere gratitude to my research advisor Mrs. Nina Inayati, S.Pd., M.Ed, and Mrs. Rosalin Ismayoeng Gusdian, S.S., MA for giving me guidance throughout this research and always being very nice also patient. It was a great journey to complete my thesis under their guidance.

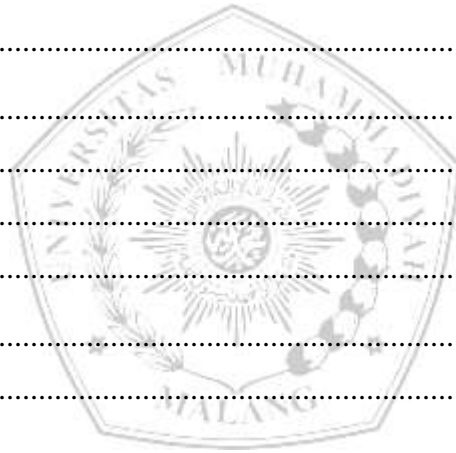
I am very thankful to my beloved parents for their love, prayers, their caring, and their sacrifices for educating and supporting me as always. My special thanks go to my best friends and Tomi who have been being there when I am doing my thesis. Last word, I would like to say thanks to all of my friends who help me complete this thesis.



TABLE OF CONTENTS

| | |
|--|-----|
| APPROVAL..... | i |
| AUTHOR’S DECLARATION OF ORIGINALITY | ii |
| ACKNOWLEDGEMENTS | iii |
| TABLE OF CONTENTS | iv |
| LIST OF TABLES | vi |
| PLAGIARISM CHECK RESULTS | vii |
| CHAPTER 1 | 1 |
| INTRODUCTION | 1 |
| 1.1 Research Background | 1 |
| 1.2 Research Questions | 4 |
| 1.3 Research Objective(s) | 5 |
| 1.4 Scope and Limitation | 5 |
| 1.5 Research Significance | 5 |
| 1.6 Definition of Key Terms | 6 |
| LITERATURE REVIEW..... | 8 |
| 2.1 Translation | 8 |
| 2.2 Google Translate | 9 |
| 2.2.1 Google Translate in Foreign Language Writing | 10 |
| 2.3 Academic Writing | 12 |
| 2.4 Review of Previous Research | 14 |
| CHAPTER III | 15 |
| RESEARCH METHOD..... | 15 |
| 3.1 Research Design..... | 15 |
| 3.2 Research Subjects | 15 |

| | |
|--|----|
| 3.3 Data Collection | 16 |
| 3.1.1 Technique and Instrument..... | 16 |
| 3.1.2 Procedure | 19 |
| 3.3 Data Analysis | 19 |
| CHAPTER IV | 20 |
| RESEARCH FINDING AND DISCUSSION | 20 |
| 4.1 Research Findings | 20 |
| 4.1.1 The Patterns of Google Translate Use | 21 |
| 4.1.2 Perception of Google Translate..... | 23 |
| 4.2. Discussion | 27 |
| CHAPTER V | 30 |
| CONCLUSION | 30 |
| 5.1 Conclusion | 30 |
| 5.2 Suggestion..... | 31 |
| REFERENCES..... | 33 |
| APPENDICES | 36 |



LIST OF TABLES

| | |
|--|----|
| Figure 1. Students' Aims When Operating Google Translate. | 21 |
| Figure 2. The Patterns Of Google Translate Use. | 22 |
| Figure 3. Students' Preference Between Google Translate And Another Machine Translator. | 23 |
| Table 1. Positives And Negatives Of Google Translate Based On Students' Perception..... | 24 |



REFERENCES

- Adhabi, E. A. R., & Anozie, C. B. L. (2017). Literature Review for the Type of Interview in Qualitative Research. *International Journal of Education*, 9(3), 86. <https://doi.org/10.5296/ije.v9i3.11483>
- Atmowardoyo, H. (2018). Research Methods in TEFL Studies: Descriptive Research, Case Study, Error Analysis, and R & D. *Journal of Language Teaching and Research*, 9(1), 197. <https://doi.org/10.17507/jltr.0901.25>
- Benda, J. (2014). Google Translate in the EFL Classroom. *Writing & Pedagogy*, 5(2), 317–332. <https://doi.org/10.1558/wap.v5i2.317>
- Brooks, R. (2016). 11 Google Translate Facts You Should Know. [Blog post]. Retrieved from <https://k-internasional.com/blog/google-translate-facts/>
- Chandra, S. O., & Ignasia, Y. (2018). The use of Google Translate in EFL essay writing. *LLT Journal: A Journal on Language and Language Teaching*, 21(2), 228–238.
- Dana, J., Dawes, R., & Peterson, N. (2013). Belief in the unstructured interview: The persistence of an illusion. *Judgment and Decision Making*, 8(5), 512–520.
- Dđnçel, B. Đ. (1976). *Andre Levefere and Translation as a rewriting process : The canonization of Bertolt Brecth in the anglo-saxon world*. 142–158.
- DeJonckheere, M., & Vaughn, L. M. (2019). Semistructured interviewing in primary care research: A balance of relationship and rigour. *Family Medicine and Community Health*, 7(2), 1–8. <https://doi.org/10.1136/fmch-2018-000057>
- Giannetti, T. R. (2016). *Google Translate as a Resource for Writing Google Translate as a Resource for Writing*.
- Gill, P., Stewart, K., Treasure, E., & Chadwick, B. (2008). Methods of data collection in qualitative research: Interviews and focus groups. *British Dental Journal*, 204(6), 291–295. <https://doi.org/10.1038/bdj.2008.192>
- Groves, M., & Mundt, K. (2015). *English for Speci fi c Purposes Friend or foe ? Google Translate in language for academic purposes*. 37, 2014–2016.

- Hartley and James (2008) "Academic writing refers to a style of expression that researchers use to define the intellectual boundaries of their disciplines and their specific of expertise." (n.d.). *No Title*.
- Hatim, B., Munday, J. (2004) *Message 1: Translation: An Advanced Resource Book*. Routledge Retrieved from <https://linguistlist.org/issues/15/15-2787.html>
- Jaganathan, Hamza, Subramaniam. (2014). *An Analysis of Google Translate Use in Decoding Contextual Semanticity among EFL Learners*, Vol. 4. pp. 1-13.
Retrieved from: <https://www.academia.edu>
- Jixing, L. (2013). *Translation Definitions in Different Paradigms*. 9(4), 107–115.
<https://doi.org/10.3968/j.css.1923669720130904.2703>
- Kol, S., Schcolnik, M., & Spector-Cohen, E. (2018). Google Translate in Academic Writing Courses? *The EuroCALL Review*, 26(2), 50.
<https://doi.org/10.4995/eurocall.2018.10140>
- Maulidiyah, F. (2018). *To Use or Not To Use Google Translate in English Language Learning*. 1–7.
- McLeod, S. (2018). Questionnaire: Definition, Examples, Design and Types. *Website*, 1–18. Retrieved from https://www.questionpro.com/blog/what-is-a-questionnaire/#Characteristics_of_a_Questionnaire%0Ahttps://www.questionpro.com/blog/what-is-a-questionnaire/
- Inayati, N. (2015). English language teachers' use of social media technology in Indonesian higher education context. *Asian EFL Journal*, 17(4), 6–36.
- Nugroho, A. B. (2015). *Meaning and Translation*.
Retrieved from <https://eprints.uny.ac.id/4494/>
- Reja, U., Manfreda, K. L., Hlebec, V., & Vehovar, V. (2003). Open-ended vs. Close-ended Questions in Web Questionnaires. *Developments in Applied Statistics*, 19(January), 159–177. Retrieved from http://www.websm.org/uploadi/editor/Reja_2003_open_vs_close-ended_questions.pdf

- Taherdoost, H., & Group, H. (2017). *Validity and Reliability of the Research Instrument ; How to Test the Validation of a Questionnaire / Survey in a Research*. (September). <https://doi.org/10.2139/ssrn.3205040>
- Vidhayasai, T., Keyuravong, S., & Bunsom, T. (2015). Investigating the Use of Google Translate in “Terms and Conditions” in an Airline’s Official Website: Errors and Implications. *Pasaa*, 49(January-June), 137–169.





LEMBAR HASIL CEK PLAGIASI

Koordinator Plagiasi Program Studi Pendidikan Bahasa Inggris FKIP UMM menyatakan bahwa:

*Nama : Tantri Wulandari Hartono

*NIM : 201610100311167

Telah melakukan uji kesamaan Karya Ilmiah dalam bentuk Tugas Akhir (Skripsi) dengan hasil sebagai berikut:

| Bagian Skripsi (CHAPTER) | Prosentase Hasil Kesamaan |
|---|---------------------------|
| CHAPTER I Introduction | 5% |
| CHAPTER II Review of Related Literature | 0% |
| CHAPTER III Research Method | 2% |
| CHAPTER IV Findings and Discussion | 3% |
| CHAPTER V Conclusion and Suggestions | 0% |

Berdasarkan prosentase hasil uji kesamaan, dapat disimpulkan bahwa hasil deteksi plagiasi telah memenuhi syarat dan ketentuan yang telah diatur pada Peraturan Rektor No. 2 Tahun 2017.

Malang, 08 Juni 2020

Koordinator Plagiasi Prodi,



Prihadi Dwi Nurcahyanto, M.Pd

Catatan

*Wajib diisi dengan hasil ketikan bukan tulisan tangan

*Mohon menunjukkan hasil prosentase sebelum meminta tanda tangan